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ABSTRACT

A practicum was designed to enhance students' knowledge of well known children's literature that is represented by the Newbery and Newbery Honor Award winning books. One fourth-grade and one fifth-grade class comprised of students reading at or near grade level at a metropolitan school with a nearly 97% Hispanic student population worked within a media specialist once a week. Pre- and post-surveys were developed and implemented. Test questions were developed to ascertain students' familiarity of Newbery titles. Teachers were encouraged to read Newbery titles to their classes. The media specialists "booktalked" several Newbery titles. A special area in the media center was designated to make Newbery books more accessible. An Early Bird Book Club and a Newbery Book Club were sponsored in which students could share Newbery titles as well as hear them read aloud. Contests and games were devised with paperback copies of Newbery and Newbery Honor books offered as prizes. Data analysis indicated that students' knowledge and familiarity of Newbery titles increased 365%. The teachers involved became advocates of reading aloud at the intermediate level. The Newbery books were circulated more at the school's media center and the local public library. The school-wide book fair sold out of several Newbery titles and reported that the Newbery titles sold more copies than at previous book fairs. (Contains 30 references; survey instruments, book title recognition tests, weekly activities, lists of Newbery winners, and a sample reading log.) (RS)

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ED 369 042

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders Through a Recreational Reading Program

by

Dorothy Gunter

Cluster 49

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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This practicum report was submitted by Dorothy Gunter under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Jan. 25, 1994
Date of Final Approval of Report

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TABLE OF CONTENTS

		page
ACKNOWLEDGMENT		iii
TABLE OF CONTENTS		iv
Chapter		
I	INTRODUCTION	1
	Description of Community	1
	Writer's Work Setting and Role	3
II	STUDY OF THE PROBLEM	8
	Problem Description	8
	Problem Documentation	9
	Causative Analysis	12
	Relationship of the Problem to the Literature	13
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	18
	Goals and Expectations	18
	Expected Outcomes	18
	Measurement of Outcomes	19
IV	SOLUTION STRATEGY	22
	Discussion and Evaluation of Solutions	22
	Description of Selected Solution	25
	Report of Action Taken	28
V	RESULTS, DISCUSSION AND RECOMMENDATIONS	37
	Results	38
	Discussion	40
	Recommendations	43
	Dissemination	45
REFERENCES		46

Appendices page

A STUDENT SURVEY 48

B NEWBERY TITLE RECOGNITION TEST 50

C ACTUAL BOOK TITLE RECOGNITION TEST 53

D TEACHER SURVEY 56

E NEWBERY WINNERS 58

F PROPOSED WEEKLY ACTIVITIES 61

G NEWBERY HONOR BOOKS 63

H RECOMMENDATION FORM 68

I READING LOG 70

ABSTRACT

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders Through a Recreational Reading Program. Gunter, Dorothy L., 1994: Practicum Report, Nova University, Ed. D. Program in Child and Youth Studies. Childrens Literature/ Elementary Education/ Independent Reading/ Literature/ Literature Appreciation/ Newbery Award/ Reading/ Reading Aloud to Others/ Reading Clubs/ Reading Enjoyment/ Reading Self Selection/ Recreational Reading

This practicum was designed to enhance students' knowledge of well known children's literature that is represented by the Newbery and Newbery Honor Award winning books.

The writer worked with each participating class once-a-week; developed and administered pre and post surveys; developed test questions to ascertain student's familiarity of Newbery titles; encouraged participating teachers to read Newbery titles to their classes; booktalked several Newbery titles; designated a special area in the media center to make Newbery books more accessible; sponsored an Early Bird Book Club and Newbery Book Club in which students could share Newbery titles as well as hear them read aloud. The writer formulated contests and played games, paperback copies of Newbery and Newbery Honor Books were offered as prizes.

Data analysis indicated that students knowledge and familiarity of Newbery titles increased 365%. The teachers involved became advocates of reading aloud at the intermediate level. The Newbery books were circulated more at the school's media center and the local Public Library. The school-wide book fair sold out of several Newbery titles and reported that the Newbery titles sold more copies than at previous book fairs.

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January 31, 1994 (date) Dorothy L. Gunter (signature)

CHAPTER I

INTRODUCTION

Description of Community

The community in which the school is located is composed of diverse cultures and languages within a large southeastern metropolitan city. The county-wide school system is one of the largest in the United States. Because of the diversity found within the county, the school system has to tackle the problems of large inner-city schools as well as the sprawl of developing and developed suburbs.

The school's large lower-middle to upper-lower class neighborhood has a high percentage of non-working mothers, because of the hispanic belief that the man works outside of the home and that the woman stays home and takes care of her family. The majority of those residing within the community are unskilled workers and many are unemployed. Families which have resided in the country for a period of time are going through cultural changes as more and more women are entering the work force.

Parental involvement within the school is slight, as many of the parents either come from cultures where it was not expected or most recently have little educational

background and don't understand what is happening within the schools to which they are sending their young people. A large portion of the faculty come from cultures somewhat like those of the community. Those members of the faculty, who were born in other countries, have been in the United States for many years for they were part of the middle class of their countries and have come to the United States for various social and political reasons. Private schools, where many members of the faculty were educated within their homelands, expected parents to pay tuition and to provide guidance to their children. Educational decisions were left to the educators within the school.

Although they come from a diverse background, the students are compared with students throughout the nation on standardized tests and must compete with others when entering either college or the business world. The school's population is multi-ethnic and is comprised of approximately one and one-half percent Asian students, the majority of whom come directly to the United States from Hong Kong. Another one and one-half percent of the student population is made up of black and white non-hispanic American students and students from several European, and middle Eastern countries, and various Islands of the Caribbean. The other ninety seven percent of the student population is Hispanic. The influx of non-English speaking students attending the school come from thirty-seven different countries and other

predominantly Spanish speaking communities within the county or other states. There is a high percentage of mobile families who are constantly moving in and out of the community. More than one-half, nearly fifty-five percent, of the total school population are limited English-proficient students and qualify for various English for Speakers of Other Languages (ESOL) programs.

Those students who are in need receive ESOL instruction until they are able to speak English at an independent level, which is determined through an ESOL exit test. The entire Hispanic student population of the school receives instruction in the reading and writing of Spanish for at least one-half hour daily; unless at the parents request, in writing, that their child not receive any instruction in Spanish.

Writer's Work Setting and Role

The school was built in the late 1970's, when large open classrooms were popular, replacing an older building which had structural faults. A school has been at the same location for over fifty-five years. The current building was originally built to hold only 599 students and teachers. The community was an older one and the influx of large young families was not a consideration when the building was originally planned.

The school's population is currently over 1300 students

from pre-kindergarten through fifth grade. Roughly 1,089 of these students receive free lunch and 738 fall below national averages on mandated standardized tests, making them eligible for Chapter I funding. The purpose of this federally-funded program is to assist in the education of students by allocating additional federal funds to schools which have large concentrations of low-income families.

Because of the large population, what had originally been planned as conference rooms and teacher's work rooms have been combined to make additional classrooms. Fifteen portables have taken much of the physical education field, and fourth and fifth grade classes are still running between thirty-eight and forty students each. The open-spaced "Arenas" in all cases house at least three classes, and in one "Arena" four third-grade classes are working together in a very friendly crowded situation.

The school staff consists of one principal, two assistant principals, one Chapter I lead teacher, 45 classroom teachers, one pre-kindergarten teacher, two Montessori pre-kindergarten/kindergarten teachers, one Montessori first grade teacher, two music teachers, three physical education teachers, one and three-quarters art teachers, a computer lab instructor, four ESOL pull-out teachers, a reading and a math lab instructor, fourteen teacher aides, two guidance counselors, two media specialists, eight members of the Bilingual Department, two

teachers of varying exceptionalities, one speech teacher, four clerical staff employees, six custodians, six full time and several part time cafeteria employees, and two security assistants, as well as several hourly aides which are used throughout the building. The instructional staff all hold at least a bachelor's degree with seventeen staff members holding masters degrees, and three with specialists degrees. One faculty member holds a doctorate in music education. The average teaching experience of the staff is eight years.

The faculty and staff, along with one other school in the county, are completing the first year of a five- year program in accelerated schools under the auspices of Stanford University. Through this program and others, the faculty is striving to raise the standards of the community and the achievement levels of its student body.

The writer has been an instructor in the school system for twenty-five years. The first fifteen years in the system the writer was an elementary classroom teacher, but has held the position of media specialist for the last ten years.

As a media specialist, the writer uses storytime to present oral language activities, in English, to the pre-kindergarten, kindergarten, and first grade classes each week. When presenting the storytime activities, ESOL strategies are used as almost all of the pre-kindergarten and approximately 85% of the kindergarten start the year on

a Level I in ESOL, meaning they speak little, if any English. Library instruction for students in grades two through five is given in English, except for those classes which are at a Level I in ESOL, a Spanish content area teacher helps by interpreting those concepts not understood by the ESOL I students.

The media center is housed in an entire Arena or pod within the building making it large enough for the equivalent of several classes to use at any one given time. Because of the size of the facilities and the competent staff, the media center is open all day from approximately eight in the morning until three in the afternoon. The only classes scheduled on a weekly basis for instruction are the pre-kindergarten, kindergarten, and first grade story times. All other classes are scheduled at various times during the year when instruction is given in support of activities that are being done within the various classes. Most of the teachers prefer sending small groups which may work with the media specialist on skills that are needed. These groups may come in for only one meeting with the writer or may come in on a daily basis for several days. The writer meets with the teachers of each grade group at least once a month and individual teachers as they request.

The media center has a computerized circulation system, as well as several other computerized programs that are available to both the students and staff. The card catalog

has just recently been surveyed (discarded) as the IMPACT System, a CD-Rom computerized system has just been activated this past semester. Two other CD-Rom programs are in use in the media center, Compton's Encyclopedia and Mammals by National Geographic. Two apple computers are also available for use by both teachers and students. Other pieces of audio-visual equipment are available for either individuals or small groups to use while they are in the center.

The current principal and the immediate past principal both believed in the library being a central area of the school and curriculum, and have been generous in their funding, placing the school among the top ten in the county for per-student allocations for the past five years. The media center has been extensively weeded and new materials have been purchased. The collection consists of approximately eight books per student, at the present time, although the accreditation standards require a minimum of ten per student. Because of the political upheaval in many Spanish speaking countries new students are constantly arriving. The school has grown from approximately nine hundred students five years ago to over 1,300 at the present.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The school has a large number of students who were not conversant with well-known stories found in children's literature (other than the abridged forms found in their readers). There were several reasons why the students were not familiar with well-known children's literature of the English language. The majority of the parents were neither born or educated in the United States and did not have a background in similar children's literature. While most of the parents had a basic education in their native language, more and more were arriving in this country with little education in their native language and a background in children's literature that was meager if at all existent.

Approximately, twenty percent of the faculty obtained their basic education in other countries before immigrating to the United States. While they had a strong background in Spanish literature, these teachers were not familiar with many stories written for children in the English language. Nearly forty percent of the faculty received the majority of their education in the United States, but they were children

of immigrants or political refugees. This later group was raised on the stories found in Spanish speaking countries, and only read or heard stories in English within their schools. Although nearly all of these teachers have had courses in children's literature in English, they were not truly conversant with many of the stories found within the reading textbooks. Because of this lack of familiarity with the original stories from which the reading books were comprised, many teachers were not following up with the actual book or introducing other books on the same topic.

Few of the teachers within the school grew up reading the Newbery Winning or Newbery Honor books. Because of their unfamiliarity with the Newbery books, few teachers were reading them or recommending them to their students. Thus, the school had a large number of students who were not conversant with well-known stories found in children's literature as represented by the Newbery award-winning books and teachers who were not skilled in supporting children's pleasure reading.

Problem Documentation

Information obtained concerning the reading of the Newbery Honor, or the Newbery Award books, showed that few of them were being read.

Seventy-two fourth and fifth graders were surveyed. On the survey they were asked to list the three best books they

had ever read or had someone read to them. (See Appendix A for copy of survey) Not one of the seventy-two students listed a Newbery Award winning title among their favorites.

The writer, used the schools computerized circulation program, to print a total circulation by title for the entire library; it showed that only fifteen of the Newbery Honor or Award books were checked out at least once during the past school year, with only one title checked out as many as five times. An average per pupil circulation was calculated for the last school year, using the same computerized circulation program. This average was done using the entire population from pre-school through fifth grade and came to twenty-one books per student. The true number would be somewhat higher as none of the forty-eight four year olds involved in the pre-school program checked out any books, although the pre-school teachers were constantly changing and updating their class libraries. Approximately fifty percent of the six kindergarten classes, averaging twenty-nine students each, checked out books on a regular basis.

A test was given to sixty students in the fourth and fifth grades on the recognition of Newbery titles. (See Appendix B) The test consisted of thirty titles, all of which could be found in the school's media center. Students were asked to identify the fifteen Newbery titles by circling those titles they felt were the Newbery winners. A

score was calculated by counting the number right then subtracting the number incorrectly circled, finally multiplying this number by 3.33. A mean score of 14.3745% for the sixty papers was obtained. The fourth and fifth grade students participating in the quiz were not familiar with the recent Newbery titles that were on the quiz, as was signified by the extremely low mean score.

Since most elementary teachers have had a course in children's literature, as a requirement for either the undergraduate degree or for state certification, the test given to them (the teachers) was slightly different than the test given to the students (See Appendix C). A test was given to seventeen intermediate teachers on the recognition of actual book titles. A list of thirty titles was prepared; out of the thirty titles only fifteen were actual titles the other fifteen were fictitious. The majority of the actual titles were Newbery titles; whereas, the fictitious titles were made up by this writer while compiling the list. The teacher's tests were scored the same way as those tests taken by the students. The final score was calculated by counting the number right than subtracting the number incorrectly circled, finally multiplying this number by 3.33. The mean score for the teachers was 30.192%.

Causative Analysis

There were a variety of possible reasons why the students were not reading the Newbery titles. One could be that the students, as a whole, had not been introduced to these stories via other means; such as, filmstrips, videos, booktalks, or the oral reading of the story. Students as young as kindergarten have been known to enjoy listening to Charlotte's Web (White, 1952); a Newbery honor book for 1953. The writer had recently sent a copy of this book to a grandson after his kindergarten class visited a nearby university to see a live production of this story by the university's drama department. Charlotte and friends became a part of his nightly bedtime routine as his mother read one chapter per night to both him and his sister.

Because of this successful sharing of a Newbery book, with a young child, the writer recommended Charlotte's Web (White, 1952) to a first grade enrichment class within the building and was informed of the plight of Wilbur on a daily basis by a most enthusiastic class.

Another possible reason for the lack of circulation of the Newbery books was the unfamiliarity of the vocabulary, setting, and historical meanings found in many of the books. The students of the school, coming from various cultural backgrounds, had not been encouraged to read many of the Newbery winners and honor books by either parents or teachers.

Some of the students had viewed movies made from Newbery books and believed that they did not need to read them as they "had seen the movie".

Few of the teachers were reading aloud to their students, those who were, rarely if ever, chose a Newbery book. (See Appendix D for survey given to teachers) Teachers who returned the unsigned survey admitted that they rarely if ever read to their classes as there was no time in the mandated scheduling of classes. Three intermediate teachers who read to their classes on a regular basis acknowledged that they had not specifically thought of the Newbery books.

Relationship of the Problem to the Literature

Books selected by children to read and books that receive awards are not always one and the same. Authors have told of the differences in children's preferences in reading and critical acclaim about children's books (Genco, MacDonald, & Hearne, 1991; Huck, Hepler, & Hickman, 1987; Kimmel, 1982; Lehman, 1987; Nilsen, Peterson, & Searfoss, 1980). Adults select books for acquisition for a particular collection or for the awarding of various awards according to certain literary standards. Genco, MacDonald, and Hearne (1991) believe that adults who want children to read quality materials need to intersperse some popular, high interest materials into the collection. These high appeal materials

will attract many students who would otherwise not be reading much of anything. They also warn that the collection needs to be balanced with quality materials and that "given some enthusiastic guidance and a choice between high-quality fiction and formula series books, most young readers choose a mixture of both. We as adult critics should show as much wisdom (Genco, MacDonald, & Hearne, 1991)."

Nilsen, Peterson, and Searfoss (1980) believe that adult critics need to become more aware of the level of the child. Literary standards should remain high as quality literature for children is desirous, but critics need to keep in mind the developmental level of the child reader and that they are not just miniature adults. The students in the Arizona study done by Nilsen, Peterson, and Searfoss (1980) were not unique when their choices of reading materials did not coincide with critical acclaim from adults. Lehman (1987) also found that "...certain books captured their (children's) interests more than others and that these children's choices and critical acc] m from adults frequently were not congruent."

The reading level of many Newbery books is said to be beyond most elementary students, thus, turning them off before they even begin to read these books. Schafer (1976) found that nearly one-third of the Newbery winners between 1940 and 1973 were written at a junior high reading level

and that the rest were geared toward the intermediate or upper elementary grades.

The literature reveals that many children's literature critics are drawn to books that appeal to adults. Schlager (1976) points out that many adults, who are critics of children's literature, know what makes a good book, but not necessarily much about children's preferences. Schlager (1976) examined many books including Newbery award titles using a "child development standpoint" and found that certain patterns "emerged" in those books that seemed to appeal to children. She concluded "...that when children literally perceive themselves in a book, when thought patterns coincide with those of the characters and situations presented by the author, a bond of attraction is established. When there is little such match, the book is less likely to attract a readership."

Many parents and teachers are either not aware of the importance of reading aloud to children or are unable or unwilling to make the time (Huck, Hepler, and Hickman, 1987; Kimmel and Segel, 1983; Sanacore, 1990; Trelease, 1989). Huck, Hepler, and Hickman (1987) explain that many age ranges are presented by the Newbery's "...but most of the Newbery books are for able, mature readers. Frequently, these books have to be read aloud and discussed with an adult before children develop a taste for their excellence." As a pre-teen, this writer, was at first persuaded to read

aloud at least three times a week to an elderly neighbor who was losing her eyesight. What started out as a compulsory obligation grew into a friendship across the generations. For the books that this neighbor wanted to hear were what were considered the classics. The writer had often steered clear of these hard, boring, detailed books, but this highly educated and widely read neighbor brought these books to life. Through explanations and discussions of the times and the significance of various historical settings, the neighbor opened a new world to this writer who was an avid reader of popular books of the time. Reading aloud by an adult and/or sometimes the child is important, not only to the slower reader, but also to the experienced reader who is reluctant to try the more mature books that are often represented by the Newbery winners as children's preferences in reading material and books which receive critical acclaim are often not the same (Genco, MacDonald, & Hearne, 1991; Huck, Hepler, & Hickman, 1987; Kimmel, 1982; Lehman, 1987; Nilsen, Peterson, & Searfoss, 1980).

Teachers often explained that they did not have time to read aloud to their students as each minute of the day is allocated to a specific subject. Kimmel and Segel (1983) demonstrated that "...learning programs should be supplemented by the experience of hearing first-rate literature read aloud" even though the time allotted each subject is very precise in most classrooms. Sanacore (1990)

believed that part of each social studies class, from the primary grades through high school, should be used for reading aloud to students. He believed that "materials for reading aloud should be linked to students' interests and experiences as well as to the social studies curriculum" (Sanacore, 1990).

Both Trelease (1989) and Sanacore (1990) saw the problem of teachers not wanting to or not willing to make the time to read aloud to students as a national problem. They believed that students need to be exposed to good literature at all levels and feel that reading aloud to students will give exposure while interesting students in good literature. Sanacore (1990) believed that "the teacher's basic roles include encouraging the use of literature, using a variety of materials, reading aloud, and avoiding conditions that discourage reading."

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum.

The general goal is to increase the number of Newbery Award winning books being read by students and teachers within the school. Increasing the number of Newbery Award winning and honor books being read will help the students and teachers become conversant with well-known stories found in children's literature as represented by the Newbery award-winning books.

Expected Outcomes

1. When the Student Survey (See Appendix A) is readministered to fourth and fifth graders, the number of Newbery books students list as among the three best books they had ever read or had someone read to them will increase by at least ten titles.

2. A review of the library circulation records will

show that at least half of all fourth and fifth grade students will have checked out more Newbery Award and Newbery Honor books than they did in the preceding three month period.

3. When the Newbery Title Recognition Test (See Appendix B) is given in a post-test administration to fourth and fifth graders, the mean score will show at least a 20% increase (i.e., $\geq$17.24) over the mean score on the pre-test (i.e., $\geq$14.37%).

4. When the Actual Book Title Recognition Test (See Appendix C) is given in a post-test administration to classroom teachers the mean score will show at least a 20% increase (i.e., $\geq$36.23) over the mean score on the pre-test (i.e., 30.192%).

Measurement of Outcomes

The Student Survey (See Appendix A), that was presented both prior to and after the implementation period, was provided to give this writer basic information. Although the survey requested a variety of information not all of it was pertinent to this program. The only information from the student survey used for this paper were questions one and six: the student's grade level, and the list of the three best books that he/she had ever read or had someone read to them. Information obtained from the sixth question was directly connected to the first outcome. This survey

was given in each of the participating fourth and fifth grade classrooms, and was expected to take approximately fifteen minutes per class to administer.

Using the school's computerized circulation program, the writer, printed the circulation records for each fourth and fifth grade student participating in the implementation of the practicum both before and after the implementation period. Any Newbery Award and Newbery Honor titles were highlighted by this writer on these printouts. The number of highlighted titles appearing on the printouts were recorded for each student in order to obtain the total number of Newbery books read by each student both before and after the implementation of this practicum.

The Newbery Title Recognition Test (See Appendix B) was given at the end of the implementation period. The test was given to obtain information on whether or not the participating students had become more aware and knowledgeable of Newbery titles. This test was given in each of the participating fourth and fifth grade classrooms and took approximately fifteen minutes per class to administer. The test consisted of thirty titles, found in the school's media center. Students were asked to identify the fifteen Newbery Titles on the list by circling each title they believed to be a winner of the Newbery prize. A score was calculated by counting the number right then subtracting the number incorrectly circled, finally

multiplying this number by 3.33. A mean score was calculated using all the tests given.

The Actual Book Title Recognition Test (See Appendix C) was given at the end of the implementation period to teachers of both fourth and fifth grades. The test was given to obtain information concerning the awareness of intermediate teachers to books within the library. Since, many of the actual titles were Newbery titles it also provided information concerning the awareness of titles that had been used in various activities within the media center. Teachers were invited to come into the media center on the Wednesday afternoon immediately after the implementation period was completed, to partake of refreshments and to take this test. The test took from five to ten minutes for each teacher to complete. The test consisted of thirty titles; fifteen being actual titles, the majority of these actual titles were Newbery winners and the other fifteen titles were fictitious. Teachers were asked to circle each title they believed to be an actual book title. A score was calculated by counting the number right then subtracting the number incorrectly circled, finally multiplying this number by 3.33. A mean score was calculated using all the Actual Book Title Recognition tests given.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The school had a large number of students who were not conversant with well-known stories found in children's literature as represented by the Newbery Award winning books and teachers who were not skilled in supporting children's pleasure reading. Many authors believe that reading aloud to students using good literature will interest these students in reading good literature on their own. (Huck, Hepler, & Hickman, 1987; Kimmel and Segel, 1983; Sanacore, 1990; Trelease, 1989). Huck, Hepler, & Hickman (1987) explain that many age ranges are presented by the Newbery's "...but most of the Newbery books are for able, mature readers. Frequently, these books have to be read aloud and discussed with an adult before children develop a taste for their excellence."

O'Neil (cited in Trelease, 1989), a principal of an inner-city school, raised his students scores on the SAT's from the lowest of Boston's middle schools to one of the top four within the city by using Silent Sustained Reading (SSR) and read-aloud experiences. Although O'Neil as principal of

his school could mandate the daily use of both SSR and a read-aloud program, the writer as a media specialist, could not. Students need to be exposed to good literature at all levels and Trelease (1989) feels that reading aloud to students will give exposure while interesting students in good literature.

The whole language approach within the classroom has been suggested to help accomplish the goal of providing significant literature within the classroom (Goodman, 1992; Goodman, Bird & Goodman, 1991; Kalb, 1988; Sanacore, 1990; Villaume and Worden, 1993). Teachers who say they have no time to read aloud to their classes should look into the whole language approach because "...literature-based curriculum is receiving emphasis in many subject areas. Language arts and social science are of particular application, but math, science, foreign language and other areas are also included (Kalb, 1988)." The reading series, which had been recently adopted by the school, recommends a literature-based curriculum but teachers have been hesitant to try it as they seem to be afraid to try something different. A few teachers have ventured out and have approached the writer for assistance in selecting materials and for the recommendation of some strategies that they might be able to use.

Adult critics, who kept in mind the developmental level, the reading level, and the listening level of

children, have found that the Newbery winners are often read and enjoyed by elementary students (Johnson, 1984; Nilsen, Peterson, & Searfoss, 1980; Schlager, 1975). Johnson (1984) studied the reactions of twenty-seven sixth grade students to those books awarded the Newbery during the 1970's and found that "for average and above average sixth grade readers, the books were not only comprehensible but valued and enjoyed." Johnson (1984) further suggested "...that teachers and librarians can continue to recommend the Newbery books wholeheartedly to students who are learning to love to read."

Pileri (1981) told of the formation of the Newbery Book Club (NBC) at the Court Street Elementary School, in Lancaster, New York. There sixth graders were introduced to the idea of the club and were encouraged to read the Newbery winning titles as well as the honor books. Students were introduced to many of the Newbery titles in a variety of ways such as booktalks, the partial showing of a filmed version of a title and even the showing of filmstrips on the lives of various authors of the Newbery winning books. Students were encouraged to schedule "individual conferences" with the media specialist to give oral reports on the books they had read. Follow-up activities and record sheets were provided. Pileri (1981) reported that "...the club evolved into a completely individualized program in which all students felt free to come and exchange books at

any time if they did not like what they had chosen or found it too difficult. Encouragement, not frustration, is our aim." This club was not a one-man operation. The sixth grade reading teacher worked with the media specialist in planning and running the club. This club began during the second half of the 1976-77 school year and was still in operation at the time the article was written during the 1980-81 school year.

The writer toyed with several ideas on how to introduce and "sell" the Newbery books. In order to introduce the books the writer bought video renditions of some of the Newbery titles that were available in that medium, as well as filmstrips on the lives of some of the Newbery authors. The sales promotion included the fourth and fifth grade teachers who had been provided with a short list of books from The New Read-Aloud Handbook after having heard the tape Turning on the Turned-Off Reader (Trelease, 1989).

A Newbery Book Club (NBC) (Pileri, 1981) was adapted and started for those students in the fourth and fifth grade who were interested.

Description of Selected Solution

The writer was prepared to try a variety of ideas to interest the students in the selected fourth and fifth grade classes to read the Newbery Winner and honor books. Booktalks, using Newbery titles that have shown a

developmental level of interest to elementary students, were given in each class. The developmental levels of the books were judged by the writer using ideas gleaned from the article written by Schlager (1976). Schafer (1976) pointed out that many of the Newbery books were written at a reading level beyond most fourth and fifth graders. The writer checked on the reading level of as many of the titles as possible in such books as The Elementary School Library Collection (Winkel, 1990). The writer would not keep students from checking out books that have a suggested reading level beyond that which they are now reading because students who are interested in a particular book manage to stretch their abilities and are able to handle books that are written at a higher level than what is expected.

Whetting the appetite for more is a popular technique used by the movies and television. By showing a portion of a video or filmstrip of a targeted title the writer hoped to gain a readership from the audience.

Kimmel and Segel (1983) explain that "...learning programs should be supplemented by the experience of hearing first-rate literature read aloud." A before-school story time for fourth and fifth graders using the Newbery Award winning or Newbery Honor books provided such a supplement without disturbing the scheduled program of these grade levels.

Most of the fourth and fifth grade students

participating in the implementation of the practicum had heard about the Caldecott and Newbery Awards during various classes held in the media center but, as the Student Quiz on the Newbery titles pointed out, they were not aware of individual titles. In order to introduce the Newbery titles to the students, a contest was offered to any student interested in entering during the first week of implementation of the practicum.

A list of all the Newbery Award winning books was provided for each student interested in entering the contest (See Appendix E for a copy of the list). A list containing only the actual winners was used as a combination list of both the winners and runners-up was too unwieldy. The winners were those students circling the greatest number of titles which could be found in the school's media center according to the IMPACT System (the school computerized card catalog). The winners were able to select a Newbery paperback book of their choice from a group offered by the writer. With only two computers the IMPACT System was often backed up and rules allowing only one computer to be used for the contest and time limits for each individual were set up.

At the conclusion of the contest, each Newbery Award book or honor book was marked with an appropriate sticker designating it as a Newbery title and they were all shelved in a special area of the media center set up for award

books. This special area made these books more easily accessible to those students interested in finding or reading a particular Newbery title.

A Newbery Book Club was begun for those fourth and fifth grade classes participating in the study; students from other classes were allowed to join the club if they showed an interest. Students who were introduced to the Newbery books often found them rewarding and enjoyed reading them. (Johnson, 1984; Pileri, 1981)

Teachers were invited to join in the planning of the Newbery Book Club as their inclusion and acceptance helped build an ownership which interested them in the reading of the Newbery titles to their respective classes.

Trelease (1989) believes that students need to be exposed to good literature at all levels and feels that reading aloud to students will give exposure while interesting students in good literature. Teachers who were involved in the program heard his tape Turning on the Turned-Off Reader (Trelease, 1989) during a special orientation meeting held prior to the opening of school.

Report of Action Taken

Prior to implementing the practicum, the writer obtained permission from the school's principal in order to proceed with the project. The principal had been made aware of the proposed plan and felt that it would be no problem as

it fit into the school's proposal for project excellence.

The writer identified those fourth and fifth grade students who were reading at grade level through both teacher interviews and results of the SAT scores obtained from the spring testing at the school site. There were 67 fifth grade students and 65 fourth grade students identified as reading at grade level from among the approximately 225 students at each grade level. All of the identified students were in classes for independent students in English. The principal was contacted for suggestions on how to best work with the forementioned students. It was agreed that one class from each grade level would be used for this project as nearly all of the students in both the classes were considered to be at or slightly above grade level in reading.

During the twelve weeks of the practicum implementation the writer worked with each participating class once-a-week. While working with the classes the writer kept both a log and a journal in order to keep track of what was happening in each class and to log anything of interest or out of the ordinary that may have happened.

Post-tests were given to both students and teachers at the completion of the practicum period. The student survey was readministered to fourth and fifth grade students who participated in the program. The teacher survey was readministered to classroom teachers. The writer then

compiled the information gathered.

Prior to beginning the practicum, the writer met with the two teachers whose classes would be used during the implementation period. Both of the teachers were very enthusiastic and asked questions about the project. Both teachers agreed to listen to the audio cassette Turning on the Turned-Off Reader (Trelease, 1989), but requested to be able to listen on their own either at home or while completing some of the tasks required to set up a class for the beginning of a new school year. The tape was turned over to them and it was agreed that they would meet with the writer after school one afternoon during the next week. At the second meeting various materials that were available from the professional library that discussed the importance of reading aloud to students were presented and discussed as was the tape. At this meeting, one of the teachers began to discuss her plans on a read-aloud program for her class for the beginning of the year. Because of an overlapping of some of the activities planned by the writer a "Proposed Weekly Activities" sheet (See Appendix F) was made up and given to both teachers. They agreed to wait until a specific author or book was presented prior to using books in their classes.

A bulletin board was put up in the media center to publicize the Newbery books and was on display at the beginning of the school year.

On Friday of the second week of school a contest to introduce the Newbery titles was announced during the morning announcements. The contest lasted for two weeks and began on the Monday of the third week of school. A list of all the Newbery Award winning books (See Appendix E) was provided to all students interested in entering the contest. Originally, it had been planned to provide lists of both the Newbery winning titles and the Newbery honor books, but because of the length of the combined lists the writer decided against the combined lists. Those students entering the contest had to circle the titles which could be found in the school's media center according to information gleaned from the IMPACT System (the school's computerized card catalog). A score was calculated by counting the number right then subtracting the number incorrectly circled. The winners were able to select a paperback book of their choice from a selection of offered books (all prize books were either Newbery winning titles or Newbery honor titles).

The writer met with each of the participating classes on a weekly basis in the media center or the individual classrooms. The media center was large enough for both a class presentation and open access to the library. Because of the large size of the student population the school was extremely lucky to have a second media specialist. Whenever a media specialist had a scheduled class, the other personnel would work with those students attending the media

center for various activities. All the materials planned for were already a part of the media center collection or were specifically ordered to be used for the program.

On the first day of implementation the Newbery Award was explained and the first chapter of one of the Newbery books was read to each class. During this first session students were invited to join the Early Bird Book Club where those interested students could hear the rest of the book read aloud. The Early Bird Book Club began at 7:55 each morning, in the media center, and continued until approximately 8:15. The contest being held in the media center on the identification of the Newbery titles within the school's collection was also explained. Each member of the participating classes was given a copy of the Newbery Winners (See Appendix E). Because of a family medical emergency the writer was not able to begin the Early Bird Book Club but the school's second media specialist and the library clerk filled in during this time and The Egypt Game (Snyder, 1967) a 1968 Newbery honor book was read aloud, to those students coming into the media center before school, chapter by chapter.

Part one of the video Reading the Best: Introducing the Newbery Winners (Reading the best) was shown during the second meeting with each class; followed by a discussion with a question and answer period. A list of the Newbery Honor Books (See Appendix G) was given to each class member.

Both teachers recommended that this list along with the list given the week before be kept in the student's Language Arts folders.

On the third meeting, students were invited to join the Newbery Book Club (NBC), an adaptation of the book club formed at the Court Street School (Pileri, 1981). The two participating classroom teachers and a former reading specialist for the school along with the writer planned the formation of such a book club. During this school year it was agreed that any student who read a minimum of five Newbery titles from either the winning or honor lists, would be eligible for membership. Students signed up for an oral discussion, with either their classroom teacher or this writer, for each book they read. A portion of the filmstrip Reading for the Fun of it-Getting Hooked on Books: Humor (Reading for the fun of it, 1978) was also shown during the third meeting. A student recommendation box was also shown to each class with explanations on how they could add papers to this box and how they could use the box to find books others their own age had recommended (See Appendix H for forms used).

During the fourth week, students heard a booktalk on Maniac Magee (Spinelli,1990) the 1991 Newbery winning title and played Newbery Bingo (Mudpies, 1984).

During the class session of week five, the second part of Reading the Best: Introducing the Newbery Winners

(Reading the best) was shown followed by a discussion with a question and answer period.

The Newbery author, Beverly Cleary, was introduced during week six with the filmstrip Beverly Cleary (Beverly Cleary, 1979) followed with booktalks about several of her Newbery honor and award books.

During week seven, the first half of the filmstrip Mr. Popper's Penguins (Atwater, 1975) was shown. Students were asked to recommend any Newbery titles that they had read and felt that others in their class would enjoy. Several titles were recommended and a lively discussion developed. In fact, the writer was hood-winked into reading the next chapter of The Witch of Blackbird Pond (Speare, 1962) aloud by the fifth grade class whose teacher was reading the book aloud to the class at the time.

Week eight found the students playing Newbery Bingo (Mudpies, 1984) for the second time. The writer surprised both groups by providing prizes to the winners. These prizes were paperback books of various Newbery titles. The winners were allowed to select a book from those present. Booktalks which were to be given were skipped as each class wanted to continue playing the game.

Part three of the video Reading the Best: Introducing the Newbery Winners (Reading the best) was shown during the ninth week followed by a discussion and the showing of those books discussed in the video. Because of the P.T.A.'s fall

book fair being held in the media center, the writer went to each classroom participating in the project during this week and showed those Newbery books that were available at the book fair.

The Newbery author, William H. Armstrong, was introduced during week ten with the filmstrip William H. Armstrong (William H. Armstrong, 1977) followed with a booktalk on his 1970 Newbery winning book Sounder (Armstrong, 1969).

Week eleven began with the showing of the final part of the video Reading the best: Introducing the Newbery Winners (Reading the best) with a discussion of the books presented in the video following the viewing. The writer found this video more than satisfactory during the various presentations. In fact, many of the students were seen getting out pencil and paper to jot down titles recommended during the various segments of the video and were seen looking for the titles during later visits to the media center.

During week twelve of the implementation, an entire movie version of one of the Newbery books was shown on the big screen television in the media center to each of the participating fourth and fifth grade classes. The Secret of NIMH (Bluth, 1982) an animated version of Mrs. Frisby and the Rats of NIMH (O'Brien, 1971) seemed to be enjoyed by all present.

Appropriate post-tests were given to both students and teachers at the completion of the implementation of the practicum. The teacher and student surveys were also readministered to the students and teachers who participated in the implementation of the practicum.

Although the practicum implementation officially ended after twelve weeks, the writer has planned to continue the Early Bird Book Club and the Newbery Book Club for the entire school year.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Students at the writer's school were often grouped together, if not in actuality, at least in the minds of many teachers. Because the school was a school wide Chapter I school, whose population was obtained from a lower economic Hispanic neighborhood, with over 55% of the student body enrolled in classes of English for Speakers of Other Languages (ESOL). These ESOL students (working at, or above, grade level) were not always challenged to work up to their capabilities. They had not been introduced to some of the better children's literature as represented by the Newbery Winning and Newbery Honor Books.

The majority of the faculty did not have a background in English language children's literature and did not instill a desire to read these more challenging books by reading aloud on a regular basis to their students. The writer, a media specialist at the school, decided to introduce capable readers (those students reading at or above grade level in the fourth and fifth grade) to the Newbery Winning and Honor books. By whetting the interest of the students, through a variety of activities, the writer tried to increase the number of Newbery titles being read on

a voluntary basis by those students participating in the project.

Results

The outcomes which this practicum tried to meet were as follows:

1. When the student Survey (See Appendix A) is readministered to fourth and fifth graders, the number of Newbery books students list as among the three best books they had ever read or had someone read to them will increase by at least ten titles.

2. A review of the library circulation records will show that at least half of all fourth and fifth grade students will have checked out more Newbery Award and Newbery Honor books than they did in the preceding three month period.

3. When the Newbery Title Recognition Test (See Appendix B) is given in a post-test administration to fourth and fifth graders, the mean score will show at least a 20% increase (i.e., $\geq$17.24%) over the mean score on the pre-test (i.e., $\geq$14.37%).

4. When the Actual Book Title Recognition Test (See Appendix C) is given in a post-test administration to classroom teachers, the mean score will show at least a 20% increase (i.e., $\geq$36.23%) over the mean score on the pre-test

(i.e., ≥30.192%).

On the student survey which was originally given, prior to the implementation of the practicum, no Newbery titles were listed by the students among the three best books that they had ever read or had someone read to them. The first outcome states that there will be at least ten additional Newbery titles listed on the Student Survey, where the students were asked to list the three best books they had ever read or had someone read to them at the completion of the implementation period. The fourth grade students listed a total of 17 Newbery winners or honor books while the fifth grade listed a total of 31 for a grand total of 48 titles. This outcome was achieved.

The fourth and fifth grade students involved in this practicum had checked out no Newbery books during the three month period prior to the implementation of this practicum. All but eight students, of the fifty-six students who were involved for the entire implementation period, checked out at least one Newbery title. The second outcome was achieved with over 87%, not just the 50% required, of the students involved checking out more Newbery Award and Honor books than they did the preceding three months.

The mean score on the post-test of the Newbery Title Recognition Test (See Appendix B) was 52.58%. This was a 365.8% increase over the 14.37% scored on the pre-test. The third outcome asking for a 20% increase was more than met.

The third outcome was achieved.

The mean score on the post-test of the Actual Book Title Recognition Test (See Appendix C) was 53.30%. This was a 73.536% increase over the 30.192% scored on the pre-test. The fourth outcome asking for a 20% increase was achieved.

Discussion

Newbery books are circulating again at one Chapter I elementary school. Teachers, students and even media specialists must sometimes step forward and examine a student body a little more closely than overall achievement scores seem to warrant.

After hearing Trelease's (1989) tape Turning on the turned-off reader both classroom teachers involved in the practicum became real advocates of reading-aloud in the intermediate classroom. Many of the 48 Newbery titles listed by the students, as among the three best books they had ever read or had someone read to them, were directly associated to one of the classroom teachers reading aloud. Yes, Newbery titles were listed 48 times but only 15 different titles were listed. The two classroom teachers read several of the Newbery titles to their classes accounting for 34 of the 48 votes.

The writer, during the implementation period went into

the fifth grade class involved in the practicum for various reasons other than the practicum and was convinced on three occasions to read the next chapter of their current read-aloud book. Two of the three books were not Newbery books and were not familiar to the writer. A very eager group of children quickly gave a summary of the book to an unenlightened media specialist. The writer, was hood-winked into reading aloud the first time because this fifth grade teacher became so thrilled by her students enthusiasm for listening to various books that she bought a rocking chair for the classroom. This chair was used by the teacher whenever she read aloud to the class. This unsuspecting writer sat in the rocker and was informed by a gleeful class that anyone sitting in the rocker had to read the next chapter of <u>their</u> book. This ever polite class invited the writer to come into their class and rock at least once a week after this first fateful session.

Both of the classroom teachers involved in the practicum had their students keep reading logs. A reading log (See Appendix I) was designed by the writer and these two teachers. This reading log not only asks for the author and title but has the child record both the beginning date and finish date for all books read, as well as, the Dewey classification and whether or not a book was a Newbery book. The individual teachers made up their own rules and regulations on how and when a book could be listed on these

logs. The writer, asked to peruse these logs during the last week of the practicum and found 215 Newbery titles listed among the 49 individual logs brought into the media center. Each teacher had their students list both individual titles read and books read aloud to the classes.

The librarian from the children's department of the nearby public library has reported an increase in the number of Newbery titles circulated but does not know the actual numbers. The book fair held by the P.T.A. sold out of several of the Newbery titles and appeared to have a much brisker business with those titles than in the past.

The fourth grade class requested that they trade papers and check one another's post-tests of the Newbery Title Recognition Test. The writer had not brought along an answer sheet but thought that it would be no big deal and agreed to this request. The student's were requested to take out their Newbery Winners (See Appendix E) list to use as the final authority. While giving the answers the writer, wrongfully stated that a title was not a Newbery title. A roar of disapproval arose. The title was found on the winners list and the writer was reminded that the book had been booktalked on the video Reading the best: Introducing the Newbery winners. A chastised media specialist left the room promising to take a closer look at the lists given to students.

The overall mean score from the fourth grade class on

the "Newbery Title Recognition Test" was 39.7%, much higher than the 20% gain asked for in the outcomes but could be because this class missed two weekly sessions during the implementation period. The classroom teacher and the writer decided not to make up these sessions because of several extenuating circumstances and various time constraints. The fifth grade class, which had a mean score of 67.21% on the same test, did not miss any sessions.

The department of library media services, within the county that this writer works, along with the union and a non-profit public education fund applied and received a Reader's Digest Dewitt Wallace grant for the improvement of media programs. This writer's school was among 70 elementary schools which applied for an elementary school library power model grant under the county's auspices of the library media services and as a part of the Readers Digest Dewitt Wallace grant. When filling in the application, ideas were taken from the original proposal for this practicum. The school's library team, consisting of the writer as well as both practicum participant classroom teachers and the school's reading teacher, was invited to participate in the oral interviews as one of the fifteen finalists for the grant and was one of the ten schools to receive a $16,000.00 grant that must be used to build the school's book collection, provide for monthly parent meetings and to refurbish the library. Besides the money,

the team has begun attending a monthly lecture series with nationally-known specialists in the field.

Recommendations

The fifth grade students seemed to be thrilled when they realized that their teacher was being tested at the completion of the practicum process. The teacher agreed to have her test scored aloud by both this writer and the class. Her score was the highest of all those taken by various intermediate teachers but she felt that instead of a separate test of "Actual Book Titles" the teachers should be tested on the same test as the students. She agreed to take the "Newbery Title Recognition Test" (See Appendix B) and did very well, only missing four items. Several of the students in her class had done better and this pleased the class. This teacher had participated in all the activities along with her class and felt that if the project is ever done again the teachers should be given the same "Newbery Title Recognition Test" instead of the "Actual Book Title Recognition Test" (See Appendix C) that had been given to the teachers. This recommendation seems to be valid because, unless the teachers are extremely active in checking out books or are aware of what their students are reading from the media center, they may not be cognizant of the actual titles found within the library media center.

The fourth grade students heard two Newbery titles read

by their teacher during the implementation period along with several other books that were not Newbery titles. The class seemed to be more interested in reading other books by the fine authors that their classroom teacher had read to them than Newbery titles. Although the fourth grade students have been alerted to Newbery titles and have checked out and read many of these books the writer feels that the plan would be best served if saved and used with fifth graders. Fourth grade teachers should continue to be made cognizant of the Newbery titles and encouraged to read some of them to their classes.

Dissemination

The writer and the fourth and fifth grade teacher, whose classes were involved, have kept the other fourth and fifth grade classroom teachers abreast of what has been happening. Several other fifth grade teachers within the school have requested that their classes receive this same program now that its "field testing", as they have referred to the implementation period, has been completed.

The results of this practicum will be shared with the other media specialists and their school library teams at a future networking meeting of the library power model schools.

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APPENDIX A

STUDENT SURVEY

Student Survey

Please answer the following questions.

1. I am in the _____ grade.

   a. fourth b. fifth

2. When I go to the media center I like to look at or use

   a. non-fiction books
   b. fiction books
   c. magazines
   d. computers
   e. other

3. My favorite type of book is _____.

4. My favorite author is _____.

5. My favorite book is _____.

6. The three best books I have ever read or had someone read to me are:

(1)_____

(2)_____

(3)_____

7. I would like the media center to buy more books about

_____.

8. I read _____ minutes a week.

   a. 15 to 30
   b. 30 to 45
   c. 45 to 60
   d. more than 60
   e. less than 15

APPENDIX B

NEWBERY TITLE RECOGNITION TEST

Newbery Title Recognition Test

Student Quiz

The following list of 30 titles includes 15 of the Newbery winners. Please circle the 15 titles you believe to be a winner of the Newbery prize.

1. The whipping boy by Sid Fleischman
2. Dear Mr. Henshaw by Beverly Cleary
3. Are you there God? It's me Margaret by Judy Blume
4. The hero and the crown by Robin McKinley
5. Witch hunt by Scott Corbett
6. Anastasia Krupnik by Lois Lowry
7. The velveteen rabbit by Margery Williams
8. Sarah plain and tall by Patricia MacLachlan
9. The westing game by Ellen Raskin
10. The grey king by Susan Cooper
11. The magic grandfather by Jay Williams
12. Back yard Angel by Judy Delton
13. Julie of the wolves by Jean Craighead George
14. The cuckoo sisters by Vivien Alcock
15. Maniac McGee by Jerry Spinelli
16. Thirteen ways to sink a sub by Jamie Gilson
17. Dicey's song by Cynthia Voigt
18. Homer Price by Robert McCloskey
19. Stuart Little by Elwyn B. White
20. Sounder by William H. Armstrong

21. Number the stars by Lois Lowry
22. Superfudge by Judy Blume
23. The return of the Headless Horseman by Matt Christopher
24. Summer of the swans by Betsy Byars
25. Bridge to Terabithia by Katherine Paterson
26. Max and me and the time machine by Gery Greer
27. The slave dancer by Paula Fox
28. The house of Dies Drear by Virginia Hamilton
29. Be a perfect person in just three days by Stephen Manes
30. Jacob have I loved by Katherine Paterson

APPENDIX C

ACTUAL BOOK TITLE RECOGNITION TEST

Actual Book Title Recognition Test

Teacher Quiz

Teachers,

In the following list only 15 are actual titles while 15 are fictitious titles. Find and circle the 15 real titles in the list below.

1. The animal, the vegetable and John D. Jones
2. A wrinkle in time
3. Turtles are for eating
4. The wheel on the school
5. Ghosts can be friendly
6. The grey king
7. The computer that ate my brother
8. The Christmas that never came
9. Dracula is a pain in the neck
10. The boys who dared to wear skirts to school
11. Don't tell my sister, but she's okay
12. M. C. Higgins the great
13. Wilbur sees red
14. Footsteps on the stairs
15. Like Jake and me
16. No goats in the house
17. The great Gilly Hopkins
18. Sissies don't play football
19. Once upon a weekend
20. Germy blew it

21. The sad giant
22. Happily ever after - almost
23. Charlotte's Web
24. Luckily, I over slept
25. A sailor went to sea
26. Everyone's going but me
27. Bedtime is for nerds
28. From the mixed up files of Mrs. Basil E. Frankweiler
29. And now Miguel
30. A girl makes the team

APPENDIX D

TEACHER SURVEY

Teacher Survey

Teachers,
Thank you for taking a few minutes of your time to fill in the following information. Please do not sign your name as I would appreciate honest answers, not answers that you feel are correct.

Thank you

1. I teach _____.

   circle one: Pk-K, 1, 2, 3, 4, 5

2. I read aloud to my class _____.

   a. daily
   b. two to three times a week
   c. once a week
   d. occasionally
   e. never

3. The last book I read to my class was

   _____.

4. The book I enjoy reading aloud to my class the most is

   _____

5. The reason I don't read to my class more often is

   _____

   _____.

6. Have you ever read a Newbery book to your class?
   yes no

7. If yes, please name the book

   _____

8. Have you ever read a Caldecott book to your class?
   yes no

9. If yes, please name the book
   _____

APPENDIX E

NEWBERY WINNERS

NEWBERY WINNERS

1922	W	Van Loon, Hendrik	Story of Mankind, The
1923	W	Lofting, Hugh	Voyages of Doctor Dolittle, The
1924	W	Hawes, Charles B.	Dark Frigate, The
1925	W	Finger, Charles J.	Tales from Silver Lands
1926	W	Chrisman, Arthur B.	Shen of the Sea
1927	W	James, Will	Smoky, the Cowhorse
1928	W	Mukerji, Dhan G.	Gay Neck
1929	W	Kelly, Eric P.	Trumpeter of Krakow
1930	W	Field, Rachel	Hitty, Her First Hundred Years
1931	W	Coatsworth, Elizabeth	Cat Who Went to Heaven, The
1932	W	Armer, Laura A.	Waterless Mountain
1933	W	Lewis, Elizabeth F.	Young Fu of the Upper Yangtze
1934	W	Meigs, Cornelia	Invincible Louisa
1935	W	Shannon, Monica	Dobry
1936	W	Brink, Carol R.	Caddie Woodlawn
1937	W	Sawyer, Ruth	Roller Skates
1938	W	Seredy, Kate	White Stag, The
1939	W	Enright, Elizabeth	Thimble Summer
1940	W	Daugherty, James H.	Daniel Boone
1941	W	Sperry, Armstrong	Call It Courage
1942	W	Edmonds, Walter D.	Matchlock Gun, The
1943	W	Gray, Elizabeth J.	Adam of the Road
1944	W	Forbes, Esther	Johnny Tremain
1945	W	Lawson, Robert	Rabbit Hill
1946	W	Lenski, Lois	Strawberry Girl
1947	W	Bailey, Carolyn S.	Miss Hickory
1948	W	duBois, William Pene	Twenty-One Balloons, The
1949	W	Henry, Marguerite	King of the Wind
1950	W	deAngeli, Marguerite	Door in the Wall, The
1951	W	Yates, Elizabeth	Amos Fortune, Free Man
1952	W	Estes, Eleanor	Ginger Pye
1953	W	Clark, Ann Nolan	Secret of the Andes
1954	W	Krumgold, Joseph	And Now Miguel
1955	W	DeJong, Meindert	Wheel on the School, The
1956	W	Latham, Jean Lee	Carry on, Mr. Bowditch
1957	W	Sorensen, Virginia	Miracles on Maple Hill
1958	W	Keith, Harold	Rifles for Watie
1959	W	Speare, Elizabeth G.	Witch of Blackbird Pond, The
1960	W	Krumgold, Joseph	Onion John
1961	W	O'Dell, Scott	Island of the Blue Dolphins
1962	W	Speare, Elizabeth G.	Bronze Bow, The
1963	W	L'Engle, Madeleine	Wrinkle in Time, A
1964	W	Neville, Emily	It's Like This Cat
1965	W	Wojciechowska, Maja	Shadow of a Bull
1966	W	Trevino, Elizabeth	I, Juan de Pareja
1967	W	Hunt, Irene	Up a Road Slowly
1968	W	Konigsburg, E. L.	From the mixed up files of Mrs. Basil E. Frankweiler

1969	W	Alexander, Lloyd	High King, The
1970	W	Armstrong, William	Sounder
1971	W	Byars, Betsy	Summer of the Swans
1972	W	O'Brien, Robert C.	Mrs. Frisby and the Rats of NIMH
1973	W	George, Jean C.	Julie of the Wolves
1974	W	Fox, Paula	Slave Dancer, The
1975	W	Hamilton, Virginia	M. C. Higgins the Great
1976	W	Cooper, Susan	Grey King, The
1977	W	Taylor, Mildred D.	Roll of Thunder, Hear My Cry
1978	W	Paterson, Katherine	Bridge to Terabithia
1979	W	Raskin, Ellen	Westing Game, The
1980	W	Blos, Joan W.	Gathering of Days, A
1981	W	Paterson, Katherine	Jakob Have I Loved
1982	W	Willard, Nancy	Visit to William Blake's Inn, A
1983	W	Voigt, Cynthia	Dicey's Song
1984	W	Cleary, Beverly	Dear Mr. Henshaw
1985	W	McKinley, Robin	Hero and the Crown, The
1986	W	MacLachlan, Patricia	Sarah, Plain and Tall
1987	W	Fleischman, Sid	Whipping Boy, The
1988	W	Freedman, Russell	Lincoln: A Photobiography
1989	W	Fleischman, Paul	Joyful Noise: Poems for Two Voices
1990	W	Lowry, Lois	Number the Stars
1991	W	Spinelli, Jerry	Maniac Magee
1992	W	Naylor, Phyllis R.	Shiloh
1993	W	Rylant, Cynthia	Missing May

^Z

APPENDIX F

PROPOSED WEEKLY ACTIVITIES

PROPOSED WEEKLY ACTIVITIES

WEEK	ACTIVITIES
ONE	Explanation of Newbery Award. Read aloud first chapter of a Newbery book. Invite class to join Early Bird Book Club (a read aloud session to be held in the media center two mornings a week from 7:55 to 8:15) where the book introduced this week will be continued. Give explanation of contest being held in the media center on the identification of Newbery titles.
TWO	Show part one of video Reading the Best: Introducing the Newbery Winners follow with a discussion of books introduced (Reading the Best)
THREE	Invitations given to participating classes to join the Newbery Book Club (NBC), an adaptation of the book club formed at the Court Street School (Pileri, 1981). Show portion of filmstrip Reading for the Fun of it-Getting Hooked on Books: Humor (Reading for the fun of it, 1978). Student recommendation box will be shown and explained.
FOUR	Booktalks of several Newbery winners or honor books. Play Newbery Bingo (Mudpies, 1984).
FIVE	Show part two of video Reading the Best: Introducing the Newbery Winners (Reading the best) followed by a discussion and question and answer period.
SIX	Introduce Newbery author, Beverly Cleary. Show filmstrip Beverly Cleary (Beverly Cleary, 1979) followed with booktalks about several of her Newbery honor and award books
SEVEN	Show first half of filmstrip Mr. Popper's Penguins (Atwater, 1975). Students will recommend Newbery titles they have read
EIGHT	Play Newbery Bingo (Mudpies, 1984). Several Newbery book booktalks.
NINE	Part three of the video Reading the Best: Introducing the Newbery Winners (Reading the best) will be shown with a follow-up and discussion of books discussed in video.
TEN	Introduce Newbery author, William H. Armstrong with the filmstrip William H. Armstrong (William H. Armstrong, 1977) followed with a booktalk.
ELEVEN	Show final part of the video Reading the best: Introducing the Newbery Winners (Reading the best) follow with a discussion of books presented in the video will follow the playing of a part of the audio cassette Bridge to Terabithia (Paterson, 1979).
TWELVE	An entire movie version of one of the Newbery books will be shown on the big screen television in the media center.

APPENDIX G

NEWBERY HONOR BOOKS

NEWBERY HONOR BOOKS

1922	H	Bowen, William	Old Tobaccco Shop, The
1922	H	Colum, Padraic	Golden Fleece, The
1922	H	Hawes, Charles B.	Great Quest, The
1922	H	Marshall, Bernard G.	Cedric the Forester
1922	H	Meigs, Cornelia	Windy Hill
1925	H	Moore, Anne C.	Nicholas
1925	H	Parrish, Anne	Dream Coach
1926	H	Colum, Padraic	Voyagers, The
1928	H	Snedeker, Caroline D	Downright Dencey
1928	H	Young, Ella	Wonder-Smith and His Son
1929	H	Bennett, John	Pigtail of Ah Lee Ben Loo
1929	H	Gag, Wanda	Millions of Cats
1929	H	Hallock, Grace T.	Boy Who Was, The
1929	H	Meigs, Cornelia	Clearing Weather
1929	H	Moon, Grace P.	Runaway Papoose, The
1929	H	Whitney, Eleanor	Tod of the Fens
1930	H	Eaton, Jeanette	Daughter of the Seine, The
1930	H	McNeely, Marian H.	Jumping-Off Place, The
1930	H	Miller, Elizabeth C.	Pran of Albania
1931	H	Adams, Julia D.	Mountains are Free
1931	H	Gray, Elizabeth J.	Meggy McIntosh
1931	H	Hewes, Agnes D.	Spice and the Devil's Cave
1931	H	Hubbard, Ralph	Queer Person
1931	H	Malkus, Alida	Dark Star of Itza, The
1931	H	Parrish, Anne	Floating Island
1932	H	Alee, Marjorie H.	Jane's Island
1932	H	Davis, Mary G.	Truce of the Wolf
1932	H	Field, Rachel	Calico Bush
1932	H	Lathrop, Dorothy	Fairy Circus, The
1932	H	Lounsbery, Eloise	Out of the Flame
1932	H	Tietjens, Eunice	Boy of the South Seas
1933	H	Burglon, Nora	Children of the Soil
1933	H	Meigs, Cornelia	Swift Rivers
1933	H	Swift, Hildegarde	Railroad to Freedom, The
1934	H	Berry, Erick	Winged Girl of Knossos
1934	H	Gag, Wanda	ABC Bunny
1934	H	Kyle, Anne	Apprentices of Florence
1934	H	Schmidt, Sarah L.	New Land
1934	H	Singmaster, Elsie	Swords of Steel
1934	H	Snedeker, Caroline D	Forgotten Daughter
1935	H	Rourke, Constance	Davy Crockett
1935	H	Seeger, Elizabeth	Pageant of Chinese History, The
1935	H	Van Stockum, Hilda	Day on Skates, A
1936	H	Gray, Elizabeth J.	Young Walter Scott
1936	H	Seredy, Kate	Good Master, The
1936	H	Sperry, Armstrong	All Sail Set
1936	H	Strong, Phil	Honk the Moose
1937	H	Bemelmans, Ludwig	Golden Basket, The
1937	H	Bianco, Margery	Winterbound
1937	H	Hewes, Agnes D.	Codfish Musket, The
1937	H	Jones, Idwal	Whistler's Van
1937	H	Lenski, Lois	Phoebe Fairchild: Her Book
1937	H	Rourke, Constance	Audubon
1938	H	Bowman, James	Pecos Bill
1938	H	Robinson, Mabel L.	Bright Island

1938	H	Wilder, Laura I.	On the Banks of Plum Creek
1939	H	Angelo, Valenti	Nino
1939	H	Atwater, Richard	Mr. Popper's Penguins
1939	H	Crawford, Phyllis	Hello, the Boat!
1939	H	Eaton, Jeanette	Leader by Destiny
1939	H	Gray, Elizabeth J.	Penn
1940	H	Meader, Stephen W.	Boy with a Pack
1940	H	Robinson, Mabel L.	Runner of the Mountain Tops
1940	H	Seredy, Kate	Singing Tree, The
1940	H	Wilder, Laura I.	By the Shores of Silver Lake
1941	H	Carr, Mary Jane	Young Mac at Fort Vancouver
1941	H	Gates, Doris	Blue Willow
1941	H	Hall, Anna G.	Nansen
1941	H	Wilder, Laura I.	Long Winter, The
1942	H	Foster, Geneieve	George Washington's World
1942	H	Gaggin, E. R.	Down Ryton Water
1942	H	Lenski, Lois	Indian Captive
1942	H	Wilder, Laura I.	Little Town on the Prairie
1943	H	Estes, Eleanor	Middle Moffat, The
1943	H	Hunt, Mabel L.	Have You Seen Tom Thumb?
1944	H	Estes, Eleanor	Rufus M.
1944	H	Sauer, Julia L.	Fog Magic
1944	H	Wilder, Laura I.	These Happy Golden Years
1944	H	Yates, Elizabeth	Mountain Born
1945	H	Dalgliesh, Alice	Silver Pencil, The
1945	H	Eaton, Jeanette	Lone Journey
1945	H	Estes, Eleanor	Hundred Dresses, The
1945	H	Foster, Geneieve	Abraham Lincoln's World
1946	H	Henry, Marguerite	Justin Morgan Had a Horse
1946	H	Means, Florence C.	Moved-Outers, The
1946	H	Shippen, Katherine	BNew Found World
1946	H	Weston, Christine	Bhimsa, the Dancing Bear
1947	H	Barnes, Nancy	Wonderful Year, The
1947	H	Buff, Mary	Big Tree
1947	H	Fisher, Cyrus	Avion My Uncle Flew, The
1947	H	Jewett, Eleanor M.	Hidden Treasure of Glaston
1947	H	Maxwell, William	Heavenly Tenants, The
1948	H	Besterman, Catherine	Quaint and Curious Quest of Johnny Longfoot
1948	H	Bishop, Claire H.	Pancakes-Paris
1948	H	Courlander, Harold	Cow-Tail Switch, The
1948	H	Henry, Marguerite	Misty of Chincoteague
1948	H	Treffinger, Carolyn	Li Lun, Lad of Courage
1949	H	Bontemps, Arna	Story of the Negro
1949	H	Gannett, Ruth S.	My Father's Dragon
1949	H	Holling, Holling C.	Seabird
1949	H	Rankin, Louise	Daughter of the Mountains
1950	H	Caudill, Rebecca	Tree of Freedom
1950	H	Coblentz, Catherine	Blue Cat of Castle Town
1950	H	Foster, Genevieve	George Washington
1950	H	Havighurst, Walter	Song of the Pines
1950	H	Montgomery, Rutherfo	Kildee House
1951	H	Eaton, Jeanette	Gandhi, Fighter Without a Sword
1951	H	Hunt, Mabel L.	Better Known as Johnny appleseed
1951	H	Judson, Clara I.	Abraham Lincoln, Friend of the People
1951	H	Parrish, Anne	Story of Appleby Capple, The
1952	H	Baity, Elizabeth C.	Americans before Columbus
1952	H	Buff, Mary	Apple and the Arrow, The
1952	H	Holling, Holling C.	Minn of the Mississippi

1952	H	Kalashnikoff, Nichol	Defender, The
1952	H	Sauer, Julia L.	Light at Tern Rock, The
1953	H	Dalgliesh, Alice	Bears on Hemlock Mountain, The
1953	H	Foster, Genevieve	Birthdays of Freedom
1953	H	McGraw, Eloise J.	Moccasin Trail
1953	H	Weil, Ann	Red Sails for Capri
1953	H	White, E. B.	Charlotte's Web
1954	H	Bishop, Claire H.	All Alone
1954	H	Buff, Mary	Magic Maize
1954	H	DeJong, Meindert	Hurry Home, Candy
1954	H	DeJong, Meindert	Shadrach
1954	H	Judson, Dlara I.	Theodore Roosevelt, Fighting Patriot
1955	H	Dalgliesh, Alice	Courage of Sarah Noble, The
1955	H	Ullman, James R.	Banner in the Sky
1956	H	Kinnan, Marjorie	Secret River, The
1956	H	Lindquist, Jennie D.	Golden Name Day, The
1956	H	Shippen, Katherine B	Men, Microscopes and Living Things
1957	H	deAngeli, Marguerite	Black Fox of Lorne, The
1957	H	DeJong, Meindert	House of Sixty Fathers, The
1957	H	Gipson, Fred	Old Yeller
1957	H	Judson, Clara I.	Mr. Justice Holmes
1957	H	Rhoads, Dorothy	Corn Grows Ripe, The
1958	H	Enright, Elizabeth	Gone-away Lake
1958	H	Gurko, Leo	Tom Paine, Freedom's Apostle
1958	H	Sandoz, Mari	Horsecatcher, The
1959	H	Carlson, Natalie S.	Family Under the Bridge, The
1959	H	DeJong, Meindert	Along Came a Dog
1959	H	Kalnay, Francis	Chucaro
1959	H	Steele, William O.	Perilous Road, The
1960	H	George, Jean C.	My Side of the Mountain
1960	H	Johnson, Geral	America is Born
1960	H	Kendall, Carol	Gammage Cup, The
1961	H	Johnson, Gerald	America Moves Forward
1961	H	Schaefer, Jack	Old Ramon
1961	H	Selden, George	Cricket in Times Square, The
1962	H	McGraw, Eloise J.	Golden Goblet, The
1962	H	Stolz, Mary	Belling the Tiger
1962	H	Tunis, Edwin	Frontier Living
1963	H	Coolidge, Olivia	Men of Athens
1963	H	Leodhas, Sorche Nic	Thistle and Thyme
1964	H	North, Sterling	Rascal
1964	H	Wier, Ester	Loner, The
1965	H	Hunt, Mary	Across Five Aprils
1966	H	Alexander, Lloyd	Black Cauldron, The
1966	H	Jarrerll, Randall	Animal Family, The
1966	H	Stolz, Mary	Noonday Friends, The
1967	H	O'Dell, Scott	King's Fifth, The
1967	H	Singer, Isaac	Zlateh the Goat and Other Stories
1967	H	Weik, Mary	Jazz Man, The
1968	H	Konigsburg, E. L.	Jennifer, Hecate, Macbeth, William McKinley,
1968	H	O'Dell, Scott	Black Pearl, The
1968	H	Singer, Isaac	Fearsome Inn, The
1968	H	Snyder, Zilpha K.	Egypt Game, The
1969	H	Lester, Julius	To be a Slave
1969	H	Singer, Isaac	When Shlemiel Went to Warsaw and Other Storie
1970	H	Ish-Kishor, Sulamith	Our Eddie
1970	H	Moore, Janet G.	Many ways of Seeing, The
1970	H	Steele, Mary Q.	Journey Outside

1971	H	Babbitt, Natalie	Kneeknock Rise
1971	H	Engdahl, Sylvia L.	Enchantress from the Stars
1971	H	O'Dell, Scott	Sing Down the Moon
1972	H	Eckert, Allan W.	Incident at Hawk's Hill
1972	H	Hamilton, Virginia	Planet of Junior Brown, The
1972	H	LeGuin, Ursula K.	Tombs of Atuan, The
1972	H	Miles, Miska	Annie and the Old One
1972	H	Snyder, Zilpha K.	Headless Cupid, The
1973	H	Lobel, Arnold	Frog and Toad Together
1973	H	Reiss, Johanna	Upstairs Room, The
1973	H	Snyder, Zilpha K.	Witches of Worm, The
1974	H	Cooper, Susan	Dark is Rising, The
1975	H	Collier, James	My Brother Sam is Dead
1975	H	Greene, Bette	Philip Hall Likes Me. I Reckon Maybe
1975	H	Pope, Elizabeth	Perilous Gard, The
1975	H	Raskin, Ellen	Figgs and Phantoms
1976	H	Mathis, Sharon	Hundred Penny Box, The
1976	H	Yep, Laurence	Dragonwings
1977	H	Bond, Nancy	String in the Harp, A
1977	H	Steig, William	Abel's Island
1978	H	Cleary, Beverly	Ramona and Her Father
1978	H	Highwater, Jamake	Anapao: An American Indian Odyssey
1979	H	Paterson, Katherine	Great Gilly Hopkins
1980	H	Kherdian, David	Road from Home, The
1981	H	L'Engle, Madeleine	Ring of Endless Light
1981	H	Langton, Jane	Fledgling, The
1982	H	Cleary, Beverly	Ramona Quimby, Age 8
1982	H	Siegal, Aranka	Upon the Head of the Goat
1983	H	Fleischman, Paul	Graven Images
1983	H	Fritz, Jean	Homesick: My Own Story
1983	H	Hamilton, Virginia	Sweet Whispers, Brother Rush
1983	H	McKinley, Robin	Blue Sword, The
1983	H	Steig, William	Doctor De Soto
1984	H	Brittain, Bill	Wish-Giver, The
1984	H	Lasky, Kathryn	Sugaring Time
1984	H	Speare, Elizabeth G.	Sign of the Beaver, The
1984	H	Voigt, Cynthia	Solitary Blue, A
1985	H	Brooks, Bruce	Moves Make the Man, The
1985	H	Fox, Paula	One-Eyed Cat
1985	H	Jukes, Mavis	Like Jake and Me
1986	H	Blumberg, Rhoda	Commodorre Perry in the Land of the Shogun
1986	H	Paulson, Gary	Dogsong
1987	H	Bauer, Marion	On My Honor
1987	H	Lauber, Patricia	Volcano
1987	H	Rylant, Cynthia	Fine White Dust, A
1988	H	Mazer, Norma F.	After the Rain
1988	H	Paulsen, Gary	Hatchet
1989	H	Hamilton, Virginia	In the Beginning: Creation Stories from ...
1989	H	Myers, Walter D.	Scorpions
1990	H	Lisle, Janet T.	Afternoon of the Elves
1990	H	Paulsen, Gary	Winter Room, The
1990	H	Staples, Suzanne F.	Shabanu
1991	H	Avi	The True Confessions of Charlotte Doyle
1992	H	Avi	Nothing but the truth: a documentary novel
1992	H	Freedman,	Wright Brothers: How they invented the airpla
1993	H	Brooks, Bruce	What Hearts
1993	H	McKissack, Patricia	Dark Thirty, Southern Tales of the Supernatur
1993	H	Myerr, Walter D.	Somewhere in the Darkness

APPENDIX H

RECOMMENDATION FORM

TITLE_____

AUTHOR_____

Reviewer_____Grade_____
(Circle One)
GREAT GOOD OKAY

The reason I recommend this book:

_____

_____
My favorite character or incident was:

_____

_____

TITLE_____

AUTHOR_____

Reviewer_____Grade_____
(Circle One)
GREAT GOOD OKAY

The reason I recommend this book:

_____

_____
My favorite character or incident was:

_____

_____

APPENDIX I

READING LOG

READING LOG

Name _____

Teacher _____

Date Beg.	Newbery Y/N	Dewey #	Author	Title	Date Fin.